



An Assessment of Adult Literacy Education for Socio-Economic Development of Women in Rivers State, Nigeria

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ABSTRACT

This study was investigated the Influence of Adult Literacy Education on Socio-Economic Development of Women in Port Harcourt Metropolis, Rivers State. Descriptive survey design was used for the study. Four research questions and four hypotheses that were formulated for the study. The population of the study comprised of 550 women from selected organizations in Port Harcourt Metropolis that were beneficiaries of adult literacy education. Purposive random technique was adopted for the study. Instrument was a self-designed instrument titled, Adult Literacy Education and Socio-Economic Development of Women questionnaire (ALESEDWQ). Mean and standard deviation were used to analyze the research questions while z-test was used to test the hypotheses at 0.05 levels of significant. The findings of the study revealed that adult literacy education has significant influence on the social-economic and capacity development of women in Port Harcourt Metropolis, Rivers State. Based on the findings of the study, the following recommendations among others were made: the government should support adult literacy education in both the rural and urban communities to enhance national growth and development.

Keywords: Adult Literacy, women, Socio-Economic Development

INTRODUCTION

Adult literacy education refers to learning undertaken by or provided for men and women outside the formal school system. In other words, it conveys the description of learning activities which adults engage in to further their knowledge, skills and experiences. However, the concept of Adult literacy education is often used interchangeably with other concepts such as: literacy, adult basic education, lifelong learning, adult basic, non-formal education, further education and continuing education (Ahmed, 2015).

As revealed by Seya (2014) the aims of adult literacy education is to transmit the general process of technical or vocational skills, knowledge, values and attitudes for self-fulfillment and active participation in the social, economic and political life of the societies. Hence, it occurs out of the formal education system with a view to remedy educational inadequacies of some individuals in the society. Adult literacy education had become very fundamental for the development of the society. This is justified in respects of roles individual has to play in all perspectives of human endeavors. It is on this note that UNESCO (2015) made some recommendations that bothered on transformation and expansion of equitable learning opportunities for all individuals.

Similarly, there are assertions that literacy education leads to improvement in the social well-being of women through decreased fertility rates and lowering of infant mortality rates. Apart from reduction in mortality rate, there is an argument that literacy education also impact on the social wellbeing of women hence closes gender gaps, inequality, generation of equal rights and opportunities regardless of gender (King & Hill, 2014). Also, Common experiences revealed that investment in women education surprisingly receive a higher net monetary gain over the course of their lifetime than men of their counterparts. World Development Reports (2016) revealed that the profitability of education, according to estimates of private rate of return, is indisputable, universal, and global. For

Oyebamiji and Adekola (2015), economic development of women which invariably gives women financial capability has been in state of dilemma and calls for urgent rescue. Women, sometimes, are denied of their rights to income that is mostly accruable to their male counterpart in the community. The concern is here is for all women to be able to possess enough financial muscle to fund and maintain daily basic needs without hardship because it is their fundamental rights. Nkememena (2010) are also of the view that adult women education programmes have suffered so much neglect especially in the aspect of human capacity development in the following ways: skills acquisitions; knowledge acquisition and upgrading in various fields of endeavors; development of competence needed for work; innovations and creativity to improve their job performances. This therefore forms the hallmarks of this study.

Adult literacy education is believed to be a potential tool by which women capacity development can be enhanced for attainment of sustainable livelihoods in the society. Nzeneri (2008) and Nkememena (2010) supported the view that adult women education programmes provide adequate room for human capacity development in various dimensions of skills and acquisitions. Unfortunately, majority of Nigerian women scattered both in the rural and urban communities continue to suffer dearth of development and empowerment programmes for lack of basic literacy education.

It is noteworthy to mention that adult literacy education is more concerned with integrated approach in development programmes. There are multifaceted issues that need to be attended to in the communities which focus specifically on the needs of the women. Such programmes include education, healthcare, business and so on. It is through an effective integrated development approach directed to achieve a far-reaching impact on the community that various programmes are organized to help solve different problems among women. The global effort towards eradication of poverty, ignorance and illiteracy among other things cannot be achieved when relevant programmes centred on the women population that are the pivot of dynamic and sustainable development in our society are not organized or given the needed attention. It is on this premise that Adult literacy education and community development programmes for women are considered as indispensable tools for the transformation of communities in Nigeria.

Statement of the Problem

Nigeria, like most developing countries has placed undue emphasis on formal education while apparently neglecting Adult literacy education. The present economic development in Nigeria is unfavorable compared with levels already attained by developed countries. This is because 65% of the Nigeria population is illiterates (The Guardian, 2017). More so, it is reported that the present state of an average Nigerian woman today is characterized with high level of illiteracy, poverty, ignorance and superstitious belief system that retard and repel modern development.

Common experiences revealed that the majority of the women in the society lack proper education and since the majority of the women folk are illiterate, it is most likely that the socio-economic structure of such nations is at jeopardy. In Nigeria, high premium is placed only on formal education which has always enjoyed considerable level of attention from time immemorial while Adult literacy education has always been neglected especially adult women education. As a matter of fact, government policies and programmes concerned with the social well being of women, such as reducing poverty, increasing literacy, combating malnutrition and improving access to health and education have not been given their needed support hence the millennial goals remained unachieved.

Despite the fact that efforts are being made locally and internationally to promote the Millennium Development Goals, which were adopted at the United Nations Millennium Summit in New York in 2000, so much still needs to be done in promoting adult literacy education of women in Africa as a whole. Could it be that there are certain militating factors hampering the recognition of Adult literacy education among women in our society? Is there not a possibility that if more women are given the opportunity to literacy education in our society, many families would be able to live above poverty? Can educating the adult women folk help to positively impact on the socio-economic development of the society? What are the challenges confronting the achievement of socio-economic development of the women in our society? These and many more questions are what this study seeks to provide answers to.

Purpose of the Study

The purpose of this study was to investigate an Assessment of Adult Literacy Education for Socio-Economic Development of Women in Rivers State. Specifically, the objectives of the study were to:

1. Determine influence of adult literacy education on the social development of women.
2. Ascertain influence of adult literacy education on the economic development of women
3. Determine influence of adult literacy education on the political development of women.
4. Determine influence of adult literacy education on the vocational skills development of women.

Research Questions

1. How does adult literacy education influence social development of women?
2. How does adult literacy education influence economic development of women?
3. How does adult literacy education influence political development of women?
4. How does adult literacy education influence vocational skills development of women?

Research Hypotheses

H₀₁: There is no significant difference between the mean responses of single and married women on how adult literacy education influence social wellbeing of women.

H₀₂: There is no significant difference between the mean responses of single and married women on how adult literacy education influence economic development of women.

H₀₃: There is no significant difference between the mean responses of single and married women on how adult literacy education influence political development of women.

H₀₄: There is no significant difference between the mean responses of single and married women on how adult literacy education influence vocational skills development of women.

Scope of the Study

This study was limited to women in Port Harcourt Metropolis. The content covered the following variables: social development, economic, political and vocational development of women.

Literature Review

Concept of Adult Literacy Education

Education system has remained fundamental and vital for the development of the society. This is because societal advancement is highly connected with the level of literacy. In other words, participation in the political, social, economic, cultural, and technological and communication activities is highly correlated with the skills and knowledge of the individuals. This has made the issue of adult literacy education very crucially in a society at any given time and period.

Adult literacy education has proven to be extremely successful in performing multiple roles. For example, attending courses as adults at any age helps to catch up with learning activities missed out. It also enables individuals to tackle personal issues or circumstances in order to respond to changing circumstances. Above all, it creates wide range of opportunity for interaction among individuals in diverse backgrounds as well as a learning specific skills and knowledge.

Constitutionally, an adult is considered as any individual at or above the age of 18 years. Akinpelu (2012), however, considers adulthood as the age when an individual has fulfilled the criteria for identification and characteristics. Kobani and Alozie (2016) stressed that for anyone to be regarded as an adult, the person must have met the criteria chronologically, biologically and legally. By biological implications, it means the person must have fully attained the characteristics of puberty. Legally, the person must have reached a certain age which makes it lawful to be qualified to get married, to inherit, to vote or be voted for, to sue or be sued. Characteristics of adulthood are qualitative and subjective in nature and grouped into: maturity, experience and ageing. Also, Kobani et al (2016) believed that for a person to be classified as an adult, the individual must be psychologically, physically and socially mature with moral agedness. These scholars explained that psychological maturity is seen in the ability of an individual to control his or her emotions, with ability to exhibit an independent sense of judgment, ability to coordinate, be discreet, with additional quality of having a fixed value of orientation.

In another development, Dokubo (2014) described the term literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contents. It involves a continuum of learning activities that enables individual to achieve goals, develop knowledge and potentials, and participate fully in the community and wider society. Thus adult literacy education is denoted as the entire body of organized educational processes, regardless of the content, level and method, whether formal or otherwise.

In a nutshell, adult literacy education reflects on programmes or activities that are designed to contribute to develop an understanding of contemporary problems and social changes. The idea underneath this programme is to create in individual the ability to play an active part in the progress of society in all perspectives (Juan, 2016). In addition, it develops an aptitude for acquiring, new knowledge, qualifications, attitudes or forms of behavior conducive to the full maturity of the personality with the ultimate aim of ensuring conscious and effective incorporation of individuals into total working life.

Concept of Women and Political Development

Political dimension reflects on government services and resources, system of government, political representation and decision-making, international relations, national security, creation of national identity, creation of unity and solidarity among the people, mobilization for increased participation in voting, reading and analysis of political matters. Women who constitute a large proportion of the nation's population have important role to play in politics and nation building. Yet a large proportion of these women are illiterate and consequently, their level of participation is low when compared with the participation of men.

In addition, cultural values which emphasize women's primary roles as wives and home makers are psychological barriers to women. As a result, women are less interested in politics and see politics as male affairs (Okojie, 2011). The process of empowering of women cannot be complete until women themselves become active initiators and participate in political decision making. Participation in decision making within and outside the home is important if women are to influence decisions which affect their lives. For instance, National Bureau of Statistics (NBS, 2009) revealed that out of the 109 seats in the National assembly in 1999, 2003, 2007 and 2011, women held 3,4,9 and 7 seats respectively compared with men within the same period. The situation is similar in the House of Representatives as well as state House of Assembly. Out of 990 seats in all states, women held only 24 in 1999 (2.4%), 40 seats in 2003 (4.0%); 57 in 2007 (5.8); and 56 in 2011 (5.6%). Very few women are appointed committee chairpersons in parliament at all levels. Female representation is even less at the local government level 1.1% in 1999, 2.9% in 2003 and 3.5% in 2007. In general, women are grossly under-represented in leadership and key decision-making bodies at all levels, federal and state legislatures, appointive positions, civil services, public enterprises and private companies. Women need more enlightenment and bolder action to actualize gender equality and women empowerment especially in the political arena. This can only be achieved through quality basic education.

Adult Literacy Education and Socio-Economic Development of Women

Adult literacy education provides many opportunities to equalize participation in the affairs of the societies on a larger scale. In this context, education and skills deficits need to be addressed as a priority to improve the economic and social prosperity of all citizens. Some individuals are on journeys of personal transition, for example, coping with a disability, recovering from an accident, mental health or domestic issues or addiction problems. Adjusting to a new phase in life, such as retirement, represents another form of transition which can be aided by the support, new skills and new interests that adult literacy education can offer.

Recent research in human development has established a strong link between women's education and socio-economic development. Women's education is one of the major explanatory variables behind the rates of social and economic development, and has been shown to have a positive correlation with investment. Common experiences indicated that investment in the education of girls may well be the highest-return investment available in the developing world. Thus increase in the amount of women education in regions tends to correlate with high levels of development too (Gandhi, 2011).

Influence of Adult Literacy Education on Social Development of Women

In a study, conducted by Hughes, Adriaanse, and Barnes (2016) titled, *Adult education: too important to be left to chance*, respondents were asked about their social wellbeing; what skills they had improved as a result of their learning. A significant number (68 per cent) reported that their knowledge had improved. A high proportion of learners felt that they had increased their confidence and self-esteem as well as improved their study skills.

Women education increases income and leads to growth in GDP. Educating girls leads to a number of social benefits and empowerment (Hughes, 2014). Some of the most notable social benefits include: decreased infertility rates, lower infant mortality rate and lower maternal mortality rates. Closing the gender gap in education also increases gender equality as it ensures equal rights and opportunities regardless of gender (King, et al. 2014)

Women's education has cognitive benefits as well as improved cognitive abilities for quality of life. Instance of this, is the fact that educated women are better or able to make decisions related to health factors. Cognitive abilities also translate to increased political participation among women (Kingdon, 2012). Educated women are more likely to engage in civic participation and attend political meetings. There are several instances in which educated women in the developing world were able to secure benefits for themselves through political movements. Evidence also points to an increased likelihood of democratic governance in countries with well-educated women (Naila, 2012). There are also benefits relating to the woman's role in the household. Educated women have been found to experience less domestic violence, regardless of other social status indicators like employment status (Purna, 2014). Particularly, these benefits extend to economic decisions. Common experiences highlight lack of social development or social wellbeing as an important cause of poor outcomes in the future. Where individuals experience poor social wellbeing, they are susceptible to negative experiences in the future. For example, there is evidence of the links between experiences of poverty, future poor health and social wellbeing. There are good grounds on the basis of both fairness as well as economic efficiency for tackling social exclusion. Policies that reduce the extent of social exclusion are desirable as they improve fairness or distribution of well-being across the population. Reducing social exclusion is also a key policy to promote equality of opportunity.

Influence of Adult Literacy Education on Economic Development of Women

The nature of the society has made it very fundamental for investment in the literacy education for all individuals especially women. As stated by George and Patrinos (2014), women who invest in education receive a net monetary gain over the course of their lifetime than their counterparts. Similarly, evidence has also shown considerable evidence of the links between educational failure and poor economic wellbeing such as: future unemployment and poverty. Providing one extra year of education to girls increases their wages by 10-20%. This increase is 5% more than the corresponding returns on providing a boy with an extra year of schooling. This individual monetary gain creates an increase in the overall economic productivity of a country. When women are underrepresented in schooling, investments aimed specifically at educating women will produce fewer dividends for the women folk in the future.

In addition, women's education increases the equitable distribution of wealth in the society. Thus, increased in women education is important as it targets the impoverished, particularly disadvantaged group. There is also evidence that lower gender disparity in educational attainment for a developing country correlates with lower overall income disparity within society (Hanushek, 2013). There are also sufficient reasons for policies that focus on improving adult women education with aim to reducing poverty among women. For example, if improving adult literacy will help reduce poverty level among women, then there is every possibility that there will be increase in the productive potential of the economy. Similarly, focusing on improving educational outcomes for those most at risk of failure will also have important economic benefits in the future through improved economic growth.

The need to economically develop and empower women and youths especially the numerous unemployed as prerequisite and necessary preparation for their adequate and successful role as home-builders and leaders of tomorrow cannot be over emphasized. Adult literacy education for women was alluded to as a very reliable tool to ensure the success and sustainability of this necessary development and empowerment need. As noted by these scholars, it is a necessary tool for

successful attainment of economic capacity for boosting women's economic power needed for poverty-alleviation. It is thus believed that women receive information that are necessary to financially empower them towards poverty reduction and financial security of families living on low incomes.

Economically, the programmes of literacy education are reliable intervention strategies that enables women grow their incomes, improve their credit scores, savings and reduced debt levels, build wealth through education, employment, entrepreneurship and improved housing. Financial empowerment is not like most other poverty reduction approaches. It focuses on helping low-income families participate and feel included in the financial cycle of the economy. Hence, there is an increase in opportunities for knowledge and fostering behaviors that are critical to their economic security and invest in future.

Influence of Adult Literacy Education on Vocational Skills Development of Women

National Policy on Education (2004) established that adult literacy education for women can be used as an instrument of par excellence to equip women with the right skills, knowledge, abilities, competence, attitudes, behavior and values necessary to function effectively in the society. Adult literacy education is equally a means to an end to assist citizens to develop their full potentials and capacity to function effectively in their society as well as attain sustainable livelihoods.

Vocational skills have become a common virtue require for the development of individual and the society at large. For a society to develop, everyone has to demonstrate their capacity to contribute to fiscal policy or gross domestic product. It is certain that vocational skills is potential tool that can be used for attainment of sustainable livelihoods in the society. Nzeneri (2008) and Nkememena (2010) supported the view that adult women education programmes provides adequate room for the vocational skills development in the following ways: skills acquisitions and improvement in its training programmes; knowledge acquisition and upgrading in various fields of endeavors; development of competences needed for work; inculcating one with innovations and creativity and improving people's job performances; improves ideas and understanding; bring about changes in perception, attitude and behavior and exposes one to understanding real life issues in order to tackle challenges e.g. poverty, HIV/AIDS issues, etc;

In the same vein, Omodia (2009) stated the programme allowed women to involve in the building of vocational skills and ability to harness the available human resources which constitutes a sine-qua-non for human development, facilitated income and wealth generation , participation in the decision making process in the community, eradicated poverty, ignorance, diseases and illiteracy as well create room for self-improvement that will aid self-employment. Adult literacy education also has the capacity to enable women assist the disadvantaged and marginalized groups in the society through the acquisition of vocational skills.

For Ogakwu and Isife (2016), involvement of educated women in vocational skills development programmes will enable them to own businesses and contribute to wealth creation, employment opportunities and self reliance hence helping the society in poverty reduction and contribute greatly to the national productivity and economic growth that will promote development. They further stressed that adult literacy education instills in women the capacity to bring peace in their families and the society at large. Peace and stability are very important for economic development of any nation.

Challenges Confronting Women in Adult Literacy Education

Adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, they have barriers and challenges against participating in learning and continuing their education. The barriers can be classified into three categories: institutional, situational and dispositional. Some of these barriers include: the lack of time balancing career and family demands, finances and transportation. Also, issues such as: confidence, interest, lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with child care can be barriers in learning.

Understanding what motivates adult learners and what their barriers are can assist in enrolling more adult learners (Phipps, Prieto & Ndinguri, 2013). When adult learners clearly know the benefits of their continuing education, such as getting promotions or better job performance, they are more likely to be motivated to attend. For instance, when teachers are aware of the adults' characteristics, they can develop lessons that address both the strengths and the needs of each adult learner .

METHODOLOGY

This study adopted descriptive survey design. The population of the study consists of 550 women from eight (8) registered women organizations who had benefitted from adult literacy education in Port Harcourt Metropolis .See table 3.1 below.

Population Distribution for the Selected Women Organizations for the Study

| S/N | Women Organizations | Membership |
|------------------------------------|---|------------|
| Port Harcourt LGA (PHALGA) | | |
| 1. | Rivers State Market Women Association, 69 Abel Jumbo Street. | 245 |
| 2 | Uyo Street Hair Platters Association, 12 Uyo Street. | 13 |
| 3 | Women Weavers Association, 111 Aggrey Rd. | 60 |
| 4 | Fruit & Vegetables Market Women Association, 8 Kaduna Street. | 112 |
| OBIO/AKPOR LGA | | |
| 5 | Rumuomasi Morning Market Women Association | 28 |
| 6 | Rumuomasi Evening Market Women Association | 24 |
| 7 | Mgbuesilaru Market Women Association | 33 |
| 8 | Ubima Women Progressive Club, Eligbolo Street | 35 |
| TOTAL | | 550 |

Source: Researcher’s Field Survey, 2018

The sampling technique was purposive. The instrument was titled: Adult Literacy Education and Socio-Economic Development of Women questionnaire (ALESEDWQ). Thirty two (32) items were drawn for the study. The respondents were requested to response to research questions rated on 4-points scale of Very High Extent (VHE), High Extent (HE) , Low Extent (LE) Very Low Extent (VLE). Thus, 550 copies of questionnaires were distributed and retrieved 487 (89%) copies for the analysis of research questions using frequency tables mean scores and t-test for the hypotheses.

RESULTS

Research Question 1: *To what extent does adult literacy education influence social wellbeing of women?*

Table 4.1: Mean Responses of Adult Literacy Education Influence on Social Wellbeing of Women. (Married, N₁= 298; Single, N₂= 189)

| S/N | Item Statement | SINGLE | | RMK | MARRIED | | RMK |
|----------------------|---|-------------|-------------|-----------|-------------|-------------|------------|
| | | X | SD | | X | SD | |
| 1 | Adult literacy education enables women gain employment easily | 3.26 | 0.69 | HE | 3.61 | 0.72 | VHE |
| 2 | Reduces the gender gap between men and women in the society. | 3.12 | 1.03 | HE | 3.35 | 0.82 | HE |
| 3 | Helps to increase women self-esteem and confidence | 3.56 | 0.88 | VHE | 3.88 | 0.69 | VHE |
| 4 | Increases women’s ability to generate income for their families | 3.20 | 1.11 | HE | 3.39 | 0.70 | HE |
| 5 | Helps to decrease women’s infertility rate. | 3.83 | 0.95 | VHE | 3.32 | 0.66 | HE |
| 6 | Enables women’s participation in civic duties | 3.23 | 1.02 | HE | 3.45 | 0.74 | HE |
| 7 | Enables women’s participation in constructive politics | 3.07 | 1.22 | HE | 3.56 | 0.60 | VHE |
| 8 | Increases the survival rate among women. | 3.59 | 0.71 | VHE | 3.67 | 0.61 | VHE |
| Grand Mean/SD | | 3.36 | 0.95 | HE | 3.53 | 0.69 | VHE |

From the result on table 4.1 above, items 1,2,3,4,5,6,7 and 8, showed that majority of the respondents generally agreed to a high extent that adult literacy education influences social wellbeing of women in Port Harcourt Metropolis, Rivers State. The mean responses showed that adult literacy education enables women gain employment easily; reduces the gender gap between men and women in the

society; helps to increase women self-esteem and confidence; increases women’s ability to generate income for their families, helps to decrease women’s infertility rate; enables women’s participation in civic duties; enables women’s participation in constructive politics and increases the survival rate among women.

Research Question 2: *To what extent does adult literacy education influence economic development of women in Port Harcourt Metropolis, Rivers State?*

Table 4.2: Mean Responses of Adult Literacy Education Influence on Economic Development of Women. (Married, N₁= 298; Single, N₂= 189)

| S/N | Item Statement | SINGLE | | RMK | MARRIED | | RMK |
|----------------------|--|-------------|-------------|-----------|-------------|-------------|-----------|
| | | X | SD | | X | SD | |
| 1 | Adult literacy education increases women’s monetary investment gains | 3.77 | 0.54 | VHE | 3.11 | 1.22 | HE |
| 2 | Eradicates poverty from their families. | 3.12 | 1.04 | HE | 3.57 | 0.95 | VHE |
| 3 | Increases women’s productivity | 3.18 | 0.66 | HE | 3.17 | 0.63 | HE |
| 4 | Ensures women’s equitable distribution of wealth in the society. | 3.62 | 0.78 | VHE | 3.75 | 0.84 | VHE |
| 5 | Decreases women’s population among the disadvantaged group in the society. | 3.39 | 0.51 | HE | 3.56 | 0.55 | VHE |
| 6 | Influences women’s contribution to the nation’s economic growth. | 3.54 | 1.12 | VHE | 3.15 | 1.02 | HE |
| 7 | Decreases the usual income disparity between men and women. | 3.34 | 1.20 | HE | 3.29 | 1.11 | HE |
| 8 | Reduces a huge expenditure on health. | 3.61 | 0.70 | VHE | 3.64 | 0.83 | VHE |
| Grand Mean/SD | | 3.45 | 0.82 | HE | 3.41 | 0.89 | HE |

From the result on table 4.2 above, items 1,2,3,4,5,6,7 and 8, revealed that majority of the respondents generally agreed to a high extent that adult literacy education influences economic development of women in Port Harcourt Metropolis, Rivers State. The mean responses showed that adult literacy education: increases women’s monetary investment gains; eradicates poverty from their families; increases women’s productivity; equitable distribution of wealth in the society; decrease women’s population among the disadvantaged group in the society; influences women’s contribution to the nation’s economic growth; decrease the usual income disparity between men and women; and also reduces a huge expenditure on health.

Research Question 3: *To what extent does adult literacy education influence political development of women?*

Table 4.3: Mean Responses of Adult Literacy Education Influence on Political Development of Women. (Married, N₁= 298; Single, N₂= 189)

| S/N | Item Statement | SINGLE | | RMK | MARRIED | | RMK |
|----------------------|---|-------------|-------------|-----------|-------------|-------------|-----------|
| | | X | SD | | X | SD | |
| 1 | Helps women to have political representation. | 3.83 | 0.50 | VHE | 2.96 | 1.02 | HE |
| 2 | Enhances political unity of women. | 2.98 | 0.81 | HE | 3.60 | 0.90 | VHE |
| 3 | Creation of political solidarity among women. | 3.71 | 0.86 | VHE | 3.17 | 0.71 | HE |
| 4 | Makes women to be able to contribute in political decision- making. | 3.87 | 1.11 | VHE | 3.88 | 0.55 | VHE |
| 5 | Creating awareness of political national identity among women | 3.08 | 1.19 | HE | 3.47 | 1.11 | HE |
| 6 | Increases women political participation | 3.58 | 1.04 | VHE | 3.41 | 1.21 | HE |
| 7 | Educates the women on political apathy | 3.59 | 0.66 | VHE | 3.83 | 0.93 | HE |
| 8 | Creates in women political viability. | 3.14 | 0.73 | HE | 3.63 | 0.69 | VHE |
| Grand Mean/SD | | 3.47 | 0.86 | HE | 3.49 | 0.89 | HE |

From the result on Table 4.3 above, in response to research question 3 items 1,2,3,4,5,6,7 and 8,suggested that majority of the respondents generally agreed to a high extent that adult literacy education influences the mental development of women in Port Harcourt metropolis, Rivers State.

The mean responses showed that adult literacy education: helps women to solve their family problems; helps women think out solutions for their community. It also equips the woman with the ability to process information in their environment accurately; gives them the ability to solve their health problems; and to contribute intelligibly in political matters. Adult literacy education gives women the capacity to think productively; and help their children academically.

Research Question 4: *To what extent does adult literacy education influence vocational skills development of women?*

Table 4.4: Mean Responses of Adult Literacy Education Influence on Vocational Skills Development of Women (Married, N₁= 298; Single, N₂= 189).

| S/N | Item Statement | SINGLE | | MARRIED | | RMK | |
|----------------------|--|-------------|-------------|-----------|-------------|-------------|------------|
| | | X | SD | X | SD | | |
| 1 | Adult literacy education among women helps to increased their skills for job opportunities | 3.26 | 0.65 | HE | 3.73 | 1.22 | VHE |
| 2 | Equipped women to support their families. | 3.69 | 0.71 | VHE | 3.50 | 0.88 | VHE |
| 3 | Enables women acquire the necessary tools for sustainable livelihood. | 3.28 | 1.05 | HE | 3.34 | 0.59 | HE |
| 4 | Increases women creative abilities. | 2.83 | 1.11 | HE | 3.19 | 0.71 | HE |
| 5 | Increases their abilities for improved job performance. | 3.74 | 0.58 | VHE | 3.49 | 0.83 | HE |
| 6 | Participates in decision making in their communities. | 3.42 | 0.90 | HE | 3.66 | 0.51 | VHE |
| 7 | Creates self improvement among women. | 3.66 | 1.02 | VHE | 3.21 | 0.58 | HE |
| 8 | Enables women to start up their own businesses. | 3.29 | 0.66 | HE | 3.92 | 1.20 | VHE |
| Grand Mean/SD | | 3.40 | 0.84 | HE | 3.51 | 0.82 | VHE |

From the result on Table 4.4, in response to research question 4, items 1,2,3,4,5,6,7 and 8, indicated that most of the respondents generally agreed to a high extent that adult literacy education influences the vocational skills development of women in Port Harcourt Metropolis, Rivers State. The mean responses showed that adult literacy education increases skills of women for job opportunities; makes women better equipped to support their families; enables them acquire the necessary tools for sustainable livelihood. Also, it increases women creative abilities; increases their abilities for improved job performance; women can participate in decision making in their communities; creates self improvement among women and to start up their own businesses.

Test of Hypotheses using z-test

Ho1: There is no significant difference between the mean responses of single and married women as regarding influence of adult literacy education on the social wellbeing of women in Port Harcourt Metropolis, Rivers State.

Table 4.5: Test of hypothesis 1 using Z-test

| Group | N | Mean | SD | Df | α | Z-cal | Z-crit | Remark |
|---------|-----|------|------|-----|----------|-------|--------|----------|
| Single | 298 | 3.36 | 0.95 | 485 | 0.05 | 2.28 | 1.96 | Rejected |
| Married | 189 | 3.53 | 0.69 | | | | | |

The result of the statistical analysis above indicated that z-cal (2.28) was higher than z-crit (1.96) at the degree of freedom (485) and significance level of (1.96). Thus, it revealed that there is a significant difference between the mean responses of single and married women as regards the influence of adult literacy education on the social wellbeing of women in Port Harcourt Metropolis, Rivers State.

HO2: There is no significant difference between the mean responses of single and married women as regarding influence of adult literacy education on the economic development of women.

Table 4.6: test of hypothesis 2 using Z-test

| Group | N | Mean | SD | Df | A | Z-cal | Z-crit | Remark |
|---------|-----|------|------|-----|------|-------|--------|----------|
| Single | 298 | 3.45 | 0.82 | 485 | 0.05 | 0.49 | 1.96 | Accepted |
| Married | 189 | 3.41 | 0.89 | | | | | |

The result of the statistical analysis above indicated that z-cal value (0.49) was less than the z-critical value at (1.96) and degree of freedom (485) at significance level of 0.05 . This therefore suggested that there is no significant difference between the mean responses of single and married women as regards the influence of adult literacy education on the economic development of women in Port Harcourt Metropolis, Rivers State. Based on this statistical evidence, it is logical to argue that adult literacy education has a significant influence on the economic development of women in Port Harcourt Metropolis Rivers State.

Ho3: There is no significant difference between the mean responses of single and married women as regarding influence of adult literacy education on the political development of women.

Table 4.7: Test of Hypothesis 3 using Z-test

| Group | N | Mean | SD | Df | α | Z-cal | Z-crit | Remark |
|---------|-----|------|------|-----|----------|-------|--------|----------|
| Single | 298 | 3.47 | 0.86 | 485 | 0.05 | 0.24 | 1.96 | Accepted |
| Married | 189 | 3.49 | 0.89 | | | | | |

The result of the statistical analysis above indicated that z-cal value (0.24) was less than the z-critical value at (1.96) and degree of freedom (485) at significance level of 0.05. Hence, there is no significant difference between the mean responses of single and married women as regards influence of adult literacy education on the political development of women in Port Harcourt Metropolis, Rivers State. Based on this statistical evidence, it is logical to argue that adult literacy education has a significant influence on the political development of women in Port Harcourt Local City Government Area of Rivers State.

H₀4: There is no significant difference between the mean responses of single and married women as regarding influence of adult literacy education on the vocational skills development of women.

Table 4.8: Test of Hypothesis 4 using Z-test

| Group | N | Mean | SD | Df | A | zcal | zcrit | Remark |
|---------|-----|------|------|-----|------|------|-------|----------|
| Single | 298 | 3.40 | 0.84 | 485 | 0.05 | 1.42 | 1.96 | Accepted |
| Married | 189 | 3.51 | 0.82 | | | | | |

The result of the statistical analysis above indicated that z-cal value (1.42) was less than the z-critical value at (1.96) and degree of freedom (485) at significance level of 0.05. This therefore shows that there is no significant difference between the mean responses of single and married women as regards influence of adult literacy education on the vocational skills development of women in Port Harcourt Metropolis, Rivers State.

DISCUSSION OF FINDINGS

The result of research question one showed that adult literacy education enables women to gain employment easily; reduces the gender gap between men and women in the society; increases women self-esteem and confidence; increases women’s ability to generate income for their families, decrease women’s infertility rate; participation in civic duties and politics; and increases the survival rate among women. Hypothetically, the result showed that adult literacy education has significant influence on the social development of women. This finding agreed with the perception of Hughes, Adriaanse, and Barnes (2016) who reported that a high proportion of learners felt that they had

increased their confidence and self-esteem, as well as improved their learning and study skills adult literacy education. Also, in support of the findings of this study, King and Hill, (2014) and Abada, Desai, Marchiori, and Woolcock, (2011) agreed that women's education leads to the realization of social benefits as: decreased fertility rates, lower infant mortality rates and lower maternal mortality rates. It is believed that adult literacy education helps to close the gender gap in education hence increase gender equality as well as ensuring equal rights and opportunities for people regardless of gender.

The responses to research question two, indicated that adult literacy education increase women's monetary investment gains; eradicates poverty from their families; increases women productivity; ensures equitable distribution of wealth in the society; decreases women's population among the disadvantaged group in the society; influences women's contribution to the nation's economic growth; decreases the usual income disparity between men and women; and also reduces a huge expenditure on health. From the statistical evidence of hypothesis two, the result showed that adult literacy education has no significant influence on the economic development of women in Port Harcourt Metropolis, Rivers State. However, George and Patrinos (2014) asserted that women who invest in education received a net monetary gain over the course of their lifetime than men of their counterparts. It was also revealed by World Development Reports (2016) that the profitability of education, according to estimates of private rate of return is indisputable and universal.

From the findings of research question three, the result affirmed that adult literacy education helps women to have political representation, creates in women political viability, increases political participation, creation of political solidarity among women, enhances political unity of women. This result was further supported by the findings of Nzeneri (2008) and Nkememena (2010) who revealed that adult women education programmes provides adequate room for political development of women as well as exposing individuals to understand real life issues in order to tackle political challenges. Also, in collaboration with the findings, Omodia (2009) stressed that adult women education enhances the capacity and ability to solve community and society problems. The evidence from the test of hypothesis three result shows that there is no significant difference between the mean responses of single and married women as regards the influence of adult literacy education on the political development of women in Port Harcourt Metropolis, Rivers State. Hence, based on general statistical evidence, it was concluded that adult literacy education has a significant influence on the political development of women in Port Harcourt Local City Government Area of Rivers State.

It was concluded from the responses in research question four that adult literacy education increases skills of women for job opportunities; equips them to support their families; acquires necessary tools for sustainable livelihood; increases creative abilities; increases abilities to improve job performance; participates in decision making in their communities; creates self confidence among women and enables women to start up their own businesses. This findings was further corroborated by Nzeneri (2008) and Nkememena (2010) who indicated their support that adult women education programmes provides adequate room for the vocational skills development in the following ways: skills acquisitions and improvement in its training programmes; knowledge acquisition and upgrading in various fields of endeavors; development of competences needed for work; inculcating one with innovations and creativity and improving people's job performances; improves ideas and understanding; bring about changes in perception, attitude and behavior; exposes one to understanding real life issues in order to tackle challenges e.g. poverty, HIV/AIDS issues, etc.

In support of the above fact, Omodia (2009) stated that adult literacy education of women involves the building of vocational skills and ability to harness the available human resources which is a sine-qua-non for human development. Olaye and Onajite (2015) also stressed that adult literacy education can enable adult women secure gainful employments in the society aid women towards contributing to economic empowerment of people. Common experiences indicated that through adult literacy education women can take care of their family needs as well as support their husbands in footing the bills in the family.

CONCLUSION

Based on the findings of the study, it was concluded that adult literacy education provides for active participation in politically, socially, economically and skillful in vocational acquisition. Findings

indicated that it enables women to own businesses and contribute to wealth creation, employment opportunities and self reliance.

RECOMMENDATIONS

1. The media and government should sensitize the public on the importance of adult literacy education in community development. This will enhance economic empowerment of the women for self-reliance and development.
2. The government should support adult literacy education in both rural and urban communities in order to enhance national growth and development.
3. The government should allow women participate in political roles that give them the opportunity to impact their knowledge acquired from education into their society.
4. Women should be encouraged to be politically educated. This will make them to fill in the gender gap between men and women and ultimately will serve as a means of empowerment to the women.

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